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A comparative study of marketing planning in higher education: is it a trend?

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A COMPARATIVE STUDY OF MARKETING PLANNING IN HIGHER
EDUCATION. IS IT A TREND?

by
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A Thesis

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ABSTRACT

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Marketing Planning in Higher Education. Is It a Trend?
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The purpose of this study was to determine the status of marketing planning at colleges and universities, and if it helps with recruitment, retention and enrollment.

This study also examined whether marketing planning helps institutions create, guide and coordinate marketing efforts.

The first phase of the research for this study consisted of related findings reviews, in-depth interviews with non-profit, education specific marketing firms, as well as marketing professionals at institutions of higher learning. Next, primary research involved a fourteen item self-administered questionnaire electronically mailed to selected four-year colleges and universities in Northeast/Southeast/Central Pennsylvania and New Jersey. The questionnaire asked respondents general demographic and economic information, staffing and budget allocations, as well as marketing impact outcomes.

Findings revealed that the majority of institutions surveyed believed marketing planning practices would improve the success of their marketing efforts. In addition, many responsible for university or college marketing said they are not sure what to realistically expect from marketing planning, nevertheless, the majority of respondents reveal they have a plan, or are working on developing one.

MINI-ABSTRACT

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Although many higher education institutions operate as non-profit organizations, they still must generate income to cover expenses.

This study was conducted to determine whether marketing planning is becoming a trend in higher education. Findings show that most believed the marketing planning process would be beneficial to their overall marketing efforts.

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Chapter 1

Introduction

Much like in politics or religion, people tend to form strong opinions and viewpoints about marketing, many times with inadequate information or expertise.

Many assume they are marketing experts because they are bombarded with marketing approaches and strategies almost everywhere - walking in a shopping mall, watching television, or reading magazines. And those same people try to convince themselves, as well as nearby customers, that they know how to fix a particular marketing problem when the see it, e.g., slow moving checkout lines, poor restaurant service, etc.

However, Gumpert (1996) emphasizes when businesses or organizations hold strong opinions based on erroneous marketing assumptions, problems arise. They can end up on the wrong path, a possible path of destruction.

Developing a marketing plan and strategies, an organization can determine what direction it wants to take, and why. The plan has to tell people that you have something valuable for sale. Debelak (1998) believes that the plan must also identify a target customer group, explain what those customers want, outline the steps to match customers' needs with the best products and services a company or institution can provide, then develop a effective positioning strategy that is important to the group.

Nevertheless, for years colleges and universities have repeatedly resisted the move down the marketing path. Academics argued it was not consistent with the goals or

image of higher education institutes. Ryans and Shanklin (1986) revealed that one common criticism of applying marketing to the university was that it threatened to subjugate the higher purposes of the institution to the dictates of students and the whims of fashion. Rowley, Lujan and Dolence (1998) think that learners do not necessarily know what they really need to learn and, if you simply give learners what they want, quality and rigor suffer.

On many campuses, the only accepted marketing approach was mainly from the operational level as tools for student recruitment and generating income. As long as schools received enough resources and students, they carried on their perceived marketing activities without much conscious effort.

In the college and university environment, Shoemaker (1997) stated, marketing has been interpreted as synonymous with the admission brochure. In fact, the author wrote, marketing was viewed as selling and advertising, both of which bordered on being unethical in the academic world.

Some educators also contend, according to Rutherford (2001), that students are not at a university or college to be customers; they are there to learn and the quality of education would be compromised if customer service, customer acquisition and retention strategies were employed.

Similarly, those in academic circles also saw no need to analyze the "buying behavior" of potential students. Advertising, promotional campaigns, direct mail, and special events seemed better suited to selling cars and trucks than luring students to a particular college or university. To some, marketing seemed too slick, too Madison Avenue, for promoting the academic environment.

However, in an article published in Currents, author Larry Lauer (1998) warns that the campus is becoming an increasingly aggressive marketplace – competing not just for students but also for funding and name recognition. Lauer found that:

> The landscape of competition changes almost daily. Every school, college, and university seems to be after the same students and philanthropic dollar. Financial aid is more than a means of helping lower-income students fund an education; it's an important tool for recruiting top students. And major campaigns are no longer the province of higher education-they're multiplying like rabbits in all types of organizations. All this has caused one business executive and university trustee to observe that campuses "have become retailers, pure and simple." (p. 12)

Although all educational institutions face this increased level of competition, many colleges and universities hang on to old ways. They would still rather "go to market" through organizational units (departments of admissions, public affairs, public relations, community relations, advancement, development). Some of these departments and individuals responsibilities do include a few "marketing" activities.

Of course, they are not called marketing and do not function as so. According to Torpor (1999), they're often unrelated, isolated, frequently competing activities; often not strategic or well targeted to external markets, and frequently more concerned about internal considerations.

Torpor (1999) said: "Higher education has not been positioned, economically, conceptually, or philosophically to change in response to market demands. Leaders who realize that new methodologies and channels of marketing communications have strong

potential for success and will be ahead of slower changing institutions and service providers."

Perhaps the skepticism about adopting marketing in educational institutions has been based upon a misunderstanding of this management function. Ryans and Shanklin (1986) maintain that there are more misconceptions and misperceptions of marketing than any other business-type function in higher education. They conclude:

> Marketing is not synonymous with advertising and communications, neither with personal selling, nor with public relations. Yet, it is all of these functions and more; it is a philosophy of operating and organization and serving people. Basically, marketing says that an educational institution is not created and maintained for the benefit of trustees, administration, faculty, and staff; rather, it exists for the satisfaction and good of the patrons, clients, or customers, better known as students. When students are perceived as patrons, clients, or, yes, even customers, it changes one's perspective, especially if he or she depends on them for a livelihood. (p. 56)

Only within the past two decades has the "marketplace" even been considered in higher education. Because institutions face an unprecedented and sometimes confusing array of challenges and competition, corporate marketing strategies are emerging as acceptable means to attract students as well as additional resources. Various academics have adopted key concepts, such as market planning, positioning, and strategy, but they've been tweaked and revamped to suit the needs of higher education.

Ever so slowly, marketing in colleges and universities evolves, but on its own terms. In the wake of this reluctant acceptance of the concept once considered a dirty word in educational circles, many educators remain uncomfortable with the notion. Due to this discomfort, the adoption and acceptance of marketing in academia remains turbulent.

Probably the most common reason given for higher education's aversion to employ

marketing strategies comes from Kotler and Fox (1995)

> Some educators feel that marketing is incompatible with the educational mission and
> cheapens education and the institutions that use it. Even if marketing could be
> useful, they feel, it would be unnecessary if people only recognized that education
> was good for them (p. 16)

In this same vein, Barnes (1993) emphasizes that marketing is not, and never should

be, more vital a task than teaching. Simply, it is one of a number of supporting elements

in educational management.

Moreover, Barnes states:

> Marketing in not a panacea for a school's inadequacies: no amount of marketing will
> disguise or prolong the existence of poor educational services. Marketing education
> is only acceptable only if undertaken in the pursuance of some recognized
> educational end, never for its own sake, and in accordance with ethical codes of
> professional conduct. Disregard of these standards of behavior will probably render
> the activity futile or counter productive. (p. xi)

In spite of this prevalent attitude, Tony Harvey (1995) believes educators should view

marketing as a management method which supports institutions in meeting the demands

of a changing world. Rather than worry about its language and words such as client

groups, customers, market research, market share and promotion, Harvey maintains

educators should enjoy the new skills it offers. He adds that those in academics should

welcome its emphasis on communication and information-gathering techniques.

According to Harvey, the new control marketing offers institutions will have a

fundamental role to play in developing an excellent education service, and a relevant, efficient and quality product.

Barton (2002) agrees:

> College presidents who once blanched at the term marketing now bandy about such words as positioning, strategy, and break-even level at the drop of a mortarboard. Academic deans who once concerned themselves with merit raises and research grants are now asking themselves, "Is this program saleable? Is there a solid market for the older adult? " National seminars for admissions and financial aid personnel increasingly dwell on various facets of institutional marketing. And graduates of liberal arts colleges and university Ph.D. programs are finding that, faced with a tightening job market, they, too, must market themselves. In short, marketing – exchanging something of value for a price, getting the right product to the right people at the right time – has come out of the college closet and into the college administrative offices, boardrooms, faculty clubs and classrooms. (p.vii)

Although some administrators, faculty, and staff have embraced traditional marketing principles to help fill classrooms with the most promising students, a vast number of continuing educators may still not be accustomed to working in a competitive environment. Banach, Banach, & Cassidy (1996) suggest, those in academia may not understand the importance of seeing things from the customers' point of view. In fact, the co-authors say, continuing educators may not consider customer service as something that should concern them at all.

Nevertheless, Banach, Banach, & Cassidy (1996) maintain university leaders must make it clear to everyone working on campus that their customers, i.e., the students, have options to go elsewhere. According to the co-authors, the staff needs to know that "lack

of concern" and "negative employee contacts" rank as the prime reasons people take their business elsewhere.

Perhaps that lack of concern by some administrators, faculty, and staff lies in the fact that very little current information focuses on higher education marketing and planning. Kossak (1989) reveals that no profound theory has been formulated to describe how college and university marketing programs are structured, or what structure they should assume. Moreover, the author maintains, very little systematic research has been done to explain how institutions of higher education practice marketing, and describe its relationship to the overall college and communication departments, or relate the structure of the marketing function to key organizational variables.

In order to enlighten everyone engaged in the marketing process on campus, continuing educators must first emphasize that effective marketing goes beyond simply developing brochures, bumper stickers, videos, or radio and television advertisements. These are merely some of the tools of sound marketing.

It must also be understood that one person cannot do marketing for an entire university. Bananch, Banach, & Cassidy (1996) point out individuals can orchestrate and support marketing, but the task cannot be assigned one person with expectations that he or she will market everyone and everything in the system. Marketing, the co-authors believe, is one of those things that is everyone's responsibility. Just as every person in an organization should have a degree of competence, everyone should be part of the marketing process. In addition, Shoemaker (1997) found that efforts to monitor and evaluate environmental relationship between universities and the publics they exist to serve, for the most part, have not yet fully been developed.

Next, institutional leaders must spell out the difference between selling and marketing to the faculty, staff and administrators. The National School Public Relations Association (1994) found that:

> When selling, you have essentially already determined the nature of the product or service that you're offering. When marketing, you make a conscious decision to create and adapt the products to meet the needs of your consumers. (p. 57)

Sautter (1987) defines the terms this way:

> Selling concentrates on strategies and tactics in order to motivate prospective consumers to purchase products and services created by an organization, carried out without the organization necessarily being concerned to determine what the actual needs or preferences of consumers might be. Marketing focuses on developing strategies in order to satisfy the needs of consumers or market segments. In other words, it is a function that seeks to satisfy real needs and seeks to avoid creating artificial ones."

Some in academia also think that public relations and marketing are interchangeable terms. They are not. However, the two functions are viewed as complementary, not competitive. In his recent article public relations vs. marketing, Czarnecki (2001) explained, the agendas of public relations and marketing are different. Marketing is interested in the market -- consumers and demand. Public relations is interested in relationships -- reducing conflict and improving cooperation.

Good public relations, Czarnecki believes, will create a healthy environment for marketing. However, merely providing technical support for marketing is not the same as good public relations.

Simply put, organizations use marketing as a means to develop customers, public relations as a vehicle to develop friends, and selling as a tactic to survive poor marketing efforts.

Marketing is also more than advertising and promotion. It includes a mix of activities and advertising ranks as one of those activities. Promotion, according to Montana (1978), encompasses a part of marketing but is not the equivalent of it. The author also explains that promotion follows rather than precedes an organization's drive to create products that will serve the market needs.

In an effort to best serve the needs of the higher education market, Ryans and Shanklin (1986) suggest that universities abandon the approach of focusing inward to improve efficiency. Instead, the authors propose a better approach, known as an outward focus. They contend:

> An outward focus serves the customers needs, not cost-per-credit-hour; it focuses on adaptation to changing market demand, not maximizing occupancy rates of classrooms. (p. 25)

Yet in the face of this ever-changing market environment, many in academia struggle to comprehend their market and stumble badly as they try to come to a true understanding of their customers. Rowley, Lujan and Dolence (1998) believe some institutions would rather choose to ignore these new forces. They cling to the hope that autonomy will buffer them or that successful management practices of the past will also serve the needs of the present and future.

However, to help higher education adapt to the changing needs of society and address the desires of their stakeholders, it remains essential that colleges and universities continually examine and monitor the product and services they offer from the consumers' viewpoint. Without a doubt, Debelach (1998) declares, all marketing activities start with a thorough knowledge of what motivates a customer. After all, he goes on to say, if the customer doesn't buy, you are out of business.

In addition, educators need to identify strengths as well as problems and weaknesses, then implement improvements that would be most appealing to prospective consumers, and take steps to meet customer needs and expectations. Debelach (1998) maintains, if an institution does not think it has any weaknesses, ask the customers if they can identify areas you need to improve. They will be happy to tell you.

Kotler and Fox (1995) maintain while many institutions want to be effective and responsive to customers needs, they are not sure what responsiveness is or how to achieve it. The co-authors summarized that:

> Some institutions seem unresponsive because they are concerned with things other than customer satisfaction. They are bureaucratic, impersonal, rigid, and reject innovation. Highly responsive institutions, in contrast, survey customer satisfaction but also look for unmet needs and ways to enhance their services. (p. 59)

Problem Statement

As we turn our attention to the new millennium, societal expectations and public resources for higher education are undergoing fundamental shifts. Gilley (1991) predicts American higher education will continue to face a time of uncertainty and tremendous change, as well as challenges to its growth and prosperity. Altbach, Berdahl, and Gumport (1998) state:

> Changes both within and outside the academy are altering the nature and makeup of higher education – its students, faculty, governance, curriculum, functions, and its very place in society. As Clark Kerr and Marian Gade have noted, crisis and change in higher education "have been the rule, not the exception." Nevertheless, current changes are transforming higher education to an extent perhaps greater than in the past half century. (p. 109)

Specifically, Kerr (1994) lists those challenges as the following: the difficulty in obtaining financial resources from governments; the loss of intellectual independence as institutions of higher education become both more nearly an arm of the state and an arm of industry; governments that are guiding higher education in direction of applied research, and of polytechnic skill training, and away from pure scholarship; governments increasing interest in enlarging opportunities for mass, even universal, access to higher education.

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Furthermore, Shoemaker and Muston (1998) indicate many colleges and universities that face an uncertain future may be in danger of major restructuring if not extinction. The co-authors continue that competitive intensity for students, the decrease in the population of traditional 18-to-24-year-old students, the deteriorating infrastructure of higher education institutions, and financial resources will challenge the ability of many small colleges and universities to survive into the twenty-first century.

Morrison, Renfro and Boucher (1984) declare that much of today's conditions and problems in higher education, as previously outlined above, could have all been predicted five to ten years ahead of their impact. According to the co-authors, the reason it hasn't is that much of the planning in academia is based on the assumption that what has happened in the past will happen in the future; institutes would do better, they say, to try and anticipate events that might differ from the economic, social and political conditions of the present.

Shoemaker and Muston (1998) also wrote:

> No longer will institutions of higher education rely on quantitative measures such as enrollment and development growth as indicators of institutional quality. "Growth" will increasingly reflect qualitative dimensions related to the ability of institutions to adapt to changing economic, social, and customer needs and expectations. "Growth" will also reflect a creative mix of technology, ease of access, and new learning paradigms to satisfy needs of new clientele. Those institutions that succeed into the twenty-first century will do so for a number of reasons, but one factor may be their ability to plan and successfully execute marketing strategies and make realistic adjustments in plans and programs consistent with the institutions purpose and mission. (p. 2)

This study asks the questions: which selected colleges and universities in Northeast/Southeast/Central Pennsylvania and New Jersey incorporate institutional/non-profit marketing planning? Is marketing planning considered a dominant position within the more traditional forms of institutional communication in higher education? Does the authority to get marketing plans and objectives rest with one individual, and what is his or her particular expertise in this area? Or does a committee set marketing objectives? How is academic marketing defined, managed, and utilized?

While much has been written on tactics that institutions can employ, little attention has been given to the issue of how an educational institution becomes marketing-oriented in practice.

According to Kotler and Fox (1985), most educational institutions first acknowledge the value of formal planning (marketing) when the encounter serious enrollment and revenue declines.

Delimitations

According to the National Association of College Stores, the most recent figures show there are 4,048 institutions of higher education in the United States in 2001-02. Forty-two percent of these are public institutions, 58 percent are private colleges or universities. Due to the sheer number of institutions, and the variables associated with every individual institution, this study will be limited to small, medium and large-sized public and private schools located in Northeast/Southeast/Central Pennsylvania, and New Jersey. This researcher assumed that these schools will gear their marketing efforts to the same type of students looking to attend college in the highly competitive college market

cluster located in Northeast/Southeast/Central Pennsylvania and New Jersey. Since

private and public colleges and universities face the same profound challenges as outlined

above, their marketing needs should be similar.

Purpose

The purpose of this study is determine if applying marketing planning in higher

education is an effective management method that should be adopted and adapted to all

collegiate organizations. This study will also identify how many higher education

institutions, and which ones employ marketing planning, its perceived effectiveness, and

if it's becoming a trend in academia. The findings from this study will be made available

to competing colleges and universities to provide useful information and data regarding

marketing planning practices for faculty, administrators, and staff. According to

Gumpert (1996):

> Marketing planning helps guide a company or organization in accomplishing three
>
> essential tasks: identifying the key marketing issues that determine your
>
> company's long-term success, mobilizing your organization around the same
>
> marketing-related tasks and goals, measuring your company's effectiveness in
>
> identifying and attracting customers. (p. 12)

This study, when completed, will furnish input on how colleges and universities

assemble a marketing plan, as well as what marketing tools can be used to accomplish the

desired goal. From this information, schools should be able to understand such

fundamentals as the dynamics of the market, the motivations or prospective customers,

and the institution's place in the market.

Hypotheses

This study will test the following hypotheses:

Hypotheses I:

> During the research period it will be supposed that considerably
> fewer institutions of higher education implement marketing
> planning methods than the number of those institutions who employ
> the management practice.

Kotler and Fox (1994) maintain that the notion of planning is not new to education. They say many institutions have varying degrees of planning systems, from simple budgeting to formal long-range planning systems. However, education resists formal planning that can contribute to institutional effectiveness. According to Michael Townsley (1991) of the 500 to 600 smaller, tuition based private colleges don't do much if any planning. He wrote:

> Instead, they live by their wits, battling bankruptcy, improvising, and groping in
> the darkness. Such institutions often lack the basic financial information to know
> whether the college is solvent, let alone how resources are being allocated and
> spent. (p. 111)

This researcher foresees some institutions already designing or practicing marketing planning methods, but many more need to establish the basic systems to monitor their institutional resources against expenses.

Hypotheses II:

> During research period it will be supposed that colleges and universities that utilize marketing planning methods will be more successful in implementing effective management strategies and fulfilling the institution's marketing mission than those who do not employ the management practice.

Rowley, Lujan, & Dolence (1998) caution that not every college or university is going to survive in the 21st century. They believe those that endure will do so because they have been able to develop a focus for themselves that fits an important niche in the society and economy of the information age and that blends with their character and distinctive attributes.

Montana (1978) agrees that given the growing complexity of the modern university, there would seem to be a parallel need for organizing marketing-type activities in such a way to foster coordination. He goes on to say:

> A systematic marketing research effort, along with a systematic means for disseminating data once collected, provides a basis for seeking competitive advantage. Competitive advantage directly relates to a university's capacity for providing the right product at the right place and time at the right price to the right market segment, and effectively communicating this offering to that segment.(p. 169)

Therefore, Rowley, Lujan, & Dolence (1998) believe that those colleges and universities which implement a practical plan for the transition through the paradigm shift will ensure that the campus shapes its future and adapts in ways that improve its excellence and distinction.

Procedure

To test these hypotheses, this researcher will survey college and university marketing directors or those persons responsible for marketing practices at large, medium and small-sized private and public institutions in Northeast/Southeast/Central Pennsylvania and New Jersey.

Research will include in-depth interviews with higher education marketing firm representatives and professionals on the importance of marketing planning and its role in maintaining excellence, productivity, relevance, flexibility, value, and cost-effectiveness. This approach will enable the researcher to gather important qualitative data to determine the changing needs of the society, as well as higher education, and address the desires of the consumers and stakeholders. Interviews will then serve as a basis for understanding the results of this researchers quantitative questionnaire.

The questionnaire will be administered via e-mail, to college and university marketing directors or those responsible for the school's marketing functions. Higher education institutions will be selected from Peterson's Four-Year College (2001) guidebook from the schools in the targeted states that meet the criteria. The survey will determine the extent of the college or university's marketing structure and how, or if, it is utilized, the restraints and controls, if any, on the process, who sets the marketing objectives and plans, as well as the success or failure of the implemented marketing approach.

Data collected from this study will provide colleges and universities with ways to decide what should happen and why, when developing a marketing plan for higher education.

Terminology

For the purposes of clarity in this study, the following definitions are provided:

Advertising- providing a persuasive selling message to the public concerning the products and services your business has for sale, usually conducted through some type of media campaign.

Demographics- the physical characteristics of a population such as age, sex, marital status, family size, education, geographic location and occupation.

Marketing- includes identifying unmet needs; producing products and services to meet those needs: and pricing, distributing and promoting those products and services to produce a profit.

Marketing Plan- a written document defining the specific actions you intend to carry out to interest potential customers and clients in your product and/or service and persuade them to buy the product and/or services you offer.

Marketing Mix- includes a combination of product, packaging, price, channels of distribution, advertising, promotion and personal selling to get the product in the hands of the customer.

Market Niche- the unique advantage or benefit a product or service offers a particular group of customers. Marketing success is dependent upon establishing how a product stands out from similar ones.

Marketing Objective- a tangible and quantitative objective based on the number of responses you want to receive from your marketing investment.

Pricing- the mixing of cost, competition, and demand to arrive at prices to be charged for an institutions' offerings, i.e., does the institution use pricing as a marketing tool to attract prospective students?

Private School- a school that is established, conducted, and primarily supported by a nongovernmental agency.

Public Relations- the professional promotion of a specific image for a business. Often confused with publicity which is simply the materials used in a specific part of a public relations effort.

Public School- a free tax-supported school controlled by a local, or state, governmental authority. Must follow government guidelines.

Sales- the exchange of a product or service for money. It also used to refer to reducing the price of a commodity; i.e., putting the commodity "on sale" or conducting sales of goods. People that sell goods are frequently referred to as being in sales; i.e., that is their profession.

Segmentation- the process of directing all marketing efforts at a particular group of potential customers. For example, Rolex directs the marketing of its watches to upscale customers who are very brand conscious.

Stakeholder- Staff, suppliers, customers, community and others who have an interest, directly or indirectly. Also known as audience or public.

Target Market- the specific group of customers that a company aims to capture. They have been identified as people with needs or wants that can be met with the products or services from this company.

Sales- the exchange of a product or service for money. It also used to refer to reducing the price of a commodity; i.e., putting the commodity "on sale" or conducting sales of goods. People that sell goods are frequently referred to as being in sales; i.e., that is their profession.

Chapter II
Literature Review

The dawning of the twenty-first century has been deemed the Age of Information. Never before in history has the world seen such dramatic changes in the way we share and deliver knowledge and information. We have entered a new age where with one click of a button, a message can be sent around the world for all to see. Satellites, e-mail, CD-ROM's, and the Internet have revolutionized how we communicate, move goods and services, and create new knowledge as we go. Thus, this literature review describes why higher education leaders must acknowledge these changes, and map out methods to market the institutes' message. In turn, this action will help meet the needs of the new learner, save money, improve school's admissions, as well as lead to a better incoming class.

This researcher's literature review produced several publications and sources addressing marketing planning and strategy as well as higher education. The search included information from a number of on-line databases including: Academic Universe, Academic Search Premier –EBSCO, ABInformation, Digital Dissertations, Education Full Text, ERIC, Infotrac, Lexis-Nexis, Proquest, the World Wide Web, and others.

The following summarizes key findings referenced in pertinent articles, and books used in this study.

Marketing Planning

According to Deblack (2000), the past ten years has seen a dramatic shift in the importance of marketing planning. For many institutions, marketing plans were primarily a budgeting tool that offered a snapshot of the organization's market position. In this millennium, he believes marketing plans have become a survival tool. Deblack said:

> Ten years ago companies might have settled for marketing plans that included using advertising, direct mail, sales materials, and trade show attendance to boost sales. Today those companies may offer seminars, enter alliances with key associations in the market, develop three or four cross promotions, and sponsor key events that target customers can attend. Marketing's focus is rapidly changing from delivering a message by interacting with customers through promotions, distribution and alliances. (p. xi)

Furthermore, Hamper and Baugh (1990), say marketing planning can be thought of as the institution's blueprint for growth and success. In developing it, you survey the economic and competitive environment, isolate marketing opportunities, and state a course of action to take advantage of those opportunities.

The authors believe as the institution's blueprint, the marketing plan defines goals, procedures, and methods that will determine the institution's future. It identifies the most promising opportunities for the university, as well as outlines how to penetrate, capture, and maintain desired positions in identified markets. However, Hamper and Baugh (1990) explain the effectiveness of the marketing plan depends on two factors: the level of commitment by all those who must work for its success, and the degree that it keeps abreast of changes in the marketing environment. Planning is always a continuous process.

Consequently, Kotler (1994) maintains that marketing is a "market-oriented institutional planning process" made up of several parts; planning, conducting research, segmenting target audiences, positioning the institution and developing communications. In his article, *Can You Teach a New Dog Old Tricks?*, Ed Ziegler (2001), goes on to explain that an institution must understand and think strategically about each part. According to Ziegler (2001), promotion and public relations are essential elements in a marketing strategy, but just because an institution is spending money on promotion and public relations does not mean it is practicing marketing.

The author believes the elements of a marketing plan depend on both the complexity of the market and the needs of the organization. Its value, he wrote, comes not from the plan's elements, but from the quality of the analysis and decisions on which it is based.

Nevertheless, Ryans and Shanklin (1986) warn that until universities can collectively force external constraints and external appraisal systems to be redesigned, the university is to an extent going to be forced to continue its present emphasis toward internal efficiency. The author states that the emphasis of most planning units has been on budgeting, not planning; on an allocation of known resources between competing uses, not on the search for market opportunities which create new resources. The authors believe this emphasis on budgetary formulae in planning has lent a mark of modernity to the bureaucratic attitude always present in universities.

Marketing Budgeting

In his report, *Linking Strategic Planning and Budget*, Dennis Jones (2002) explains the difficulty in linking planning and the budget. Planning, he wrote, is typically

conducted at the strategic level and budgeting is typically focused at the operational level. According to Jones (2002), the budget is the device by which an institution carries out its plans and signals its priorities. It is also the primary mechanism through which positive incentives for change can be created. Budgeting is making decisions that distribute resources to enable actions.

Meantime, Jones (2002) tells us that planning centers on making decisions about organizational priorities that specify what changes in intentions, competencies, or behaviors the organization will pursue. It is the mechanism through which organizational values and methods of identifying them are affirmed. Planning, he said, must result in decisions, and is fundamentally a change process. The characteristics include: institutional issues that cannot be addressed by a single unit, long-term issues that cannot be resolved in a single year, responses required through basic institutional processes and that are not programmatic "add-ons."

Stated simply, marketing planning develops a specific roadmap that gets you to where you want to go. The more detailed information that has been collected beforehand, and the more planning that has been done ahead of time, the faster and more pleasant the trip. Sevier (2002) maintains that a written marketing plan provides a detailed guide of what will be done, by whom, and when. In order words, the document becomes a guide to action.

Long and Short-Term Planning

Many colleges and universities currently engage in long-range planning which consists of four key steps – monitoring, forecasting, goal setting and implementing.

Morrison, Renfro, and Boucher (1986) explain that those steps intend to answer these questions: Where is the organization now? Where is it going? Where does it want to go? What does it have to do to change where it is going to get where it wants to go? According to Drucker (1980), long range planning tries to optimize for tomorrow the trends of today.

However, a good marketing plan specifies the institution's objectives and goals for both the long term and short term, as well as outlines the strategy thought. To create a successful planning process, several key issues are essential.

Hamper and Baugh (1990) point out that first, key leaders must clearly see the need for change. Whether it is a decline in student enrollment, or steady erosion of the market share, top administrative officials must recognize the severity of the problem and take decisive action.

Second, the authors indicate that someone or some group must "champion" the idea that the institution can change through strategic market planning. This person or group has to persuade top management that it needs to change and explain the benefits and advantages of accomplishing it through marketing planning.

Third, Hamper and Baugh (1990) explain that the planning process must have high credibility with all administrators and all users, including faculty and key staff members. Those involved in the process must also understand what information and method of data gathering and analysis is needed and in what form.

According to Kotler and Fox (1995), faculty representatives play a crucial role in planning and their support remains essential. They add:

Some administrators alienate potential supporters of strategic planning, failing to

recognize that all planning introduces change, which can disrupt or even destroy familiar ways of doing things. Planning committee members need to be provided with extensive, timely information to carry out their roles, and participants need to have confidence that successful plans will be implemented and will provide clear benefits to the institution. (p. 36)

In his article, *Break Down the Barricades*, Larry Lauer (1998) points out since many campuses still hang on to the old ways, mentioning marketing planning may be risky. One of the central objectives, Lauer believes, will be to get the faculty and staff to understand the important role they play in communicating the campus's message. Whatever their attitudes, he suggests to remind naysayers that the institution can – and must – communicate the benefits of a good education in a compelling, attractive way.

According to Lauer, to inoculate the planning process from criticism, top executives and academic deans must be briefed about how a new marketing initiative will benefit them, before starting the plan. This way, faculty and staff will feel involved long before they are put on the spot with probing questions from skeptics.

In a related article on marketing planning called, *Need Visibility? Get Integrated*, author Larry Laurer (1998) states that a planning committee task force will provide an institution with the broad input needed to make your efforts a success. He states:

> Your president or school head should commission the task force and ask it to report to him or her, but the group should be chaired by someone with a marketing and communications background. Members should include the most talented marketers, strategic planners, writers, designers and event planners at your institution. They should represent all departments interested in marketing the campus – admissions, advancement, alumni relations, continuing education, just to name a few. This

group must also include at least one representative of the campus leadership, such as a dean or the faculty senate chair. Meetings should center on the kind of big-picture discussion that a group of this size can handle. The task force might discuss campus strengths and weaknesses, mission and vision, niche and quality. Its primary job should be to get everyone in the institution to agree on your main message and then submit these ideas in a report to the senior administration. (p. 14)

The Role of the College/University President in Planning

Henry Mintzberg, the well-known organizational theorist, was on to something when he said, "Know your clay." Korschgen, Fuller, and Lambert (2000) maintain that leaders must know their institutions before they can shape them. In other words, they should avoid an "ahistorical mindset," i.e., operating as if history began with their arrival at the institution. The authors believe it is a fallacy to assume that one can define a planning process without first understanding the culture, the people, and the history of that organization. In their research, Korschgen, Fuller, and Lambert found that that the planning process that worked best was developed from a deep understanding of the institution. This, they said, is gained only when the leadership listens.

Moreover, a recent study by Craig Shoemaker, Ph.D., & Ray Muston, Ed.D. (1998), found that institutional planning was clearly top down in participation. The president as well as top officers representing key administrative areas were most likely to assist in development of marketing plans. Slightly more than 50% of responding presidents reported involving a faculty representative and only 31% reported involving an academic dean in the planning process. Shoemaker and Muston also found that mean values of

retention rates were both higher as well as significant when academic deans participated in writing marketing plans.

The researchers study also reports the following: presidents who reported retention rates in the top quartile were more likely to employ important marketing practices. They were more likely to focus on planning and to conduct marketing research studies on various institutional stakeholders.

Furthermore, the significance of the role of the president in leading change has to be emphasized in a number of ways. Korschgen, Fuller, and Lambert (2000) believe one of the most important steps a president can take is to set a tone — oftentimes one emphasizing the importance of inclusion. The president must make it clear that the path ahead will be charted with input of many constituent voices, especially those of established governance groups.

Second, from their unique vantage points, presidents bring to the planning process informed views of how constituencies, both internal and external to the campus, view key issues. The authors maintain effective presidents can help faculty, staff, and students understand expectations and aspirations of trustees, legislators, and alumni.

Finally, it was evident that the participation of the president in the planning process is essential. The exact nature of this participation varies according to the institution and its culture. Korschgen, Fuller, and Lambert (2000) found, at many institutions, the president was deeply involved in all aspects of the planning process. Yet at another successful institution, it is the provost who leads the very effective and long-established process; nevertheless, the president still participates in a significant way by meeting periodically with the planning council.

Marketing Task Force

According to Craig Shoemaker, Ph.D., & Ray Muston, Ed.D. (1998), marketing holds

that the key to achieving institutional goals consists of determining the needs and wants

of target markets and delivering the desired satisfactions more effectively and efficiently

than competitors. The authors' presumption was that the president, as the driving force

of institutional culture and direction, is responsible for developing a marketing-oriented

environment that is pervasive throughout the institution. A pervasive marketing climate

also requires a major cultural shift in the breadth of participation in planning and

communication than has been the case in many institutions.

But Ferrari and Laurer (2000) explain what often happens is this: armed with good

intentions, the campus assembles a marketing task force with representatives from across

the institution. It does some brainstorming—maybe even a little market research—and

comes up with a set of messages that express the institution's unique character. Campus

communicators begin including these messages in all institutional publications, from

student-recruitment brochures to alumni newsletters.

While very important, Ferrari and Laurer (2000) say these integrated communications

efforts sometimes do not take the next step to becoming fully integrated marketing plans.

Whether the committee faces internal resistance to marketing or lacks support from other

administrative offices, the campus never gets beyond fine-tuning and intensifying

communications to actually influencing the development of products and services,

pricing and discounting and program delivery.

The author reiterates that participatory planning is most effective when the process relies on input from faculty, staff and students, as well as external volunteers and donors. A good rule of thumb, they believe, is to recruit half of the participants from inside the institution and half from outside. However, Ferrari and Lauer (2000) warn to be especially thoughtful when selecting the program's main leaders.

As has already been suggested, Sevier (2002) believes planning efforts need a "champion," a person who galvanizes and legitimizes the institution's marketing efforts. He offers this insight:

> A strong marketing champion gathers resources, mediates between the different power and organizational structures on campus and leads. A powerful champion is important for several reasons. First, because the variables that affect an institution's marketing efforts cross so many departmental and divisional lines, turf battles can only be avoided when a strong champion is actively involved. Second, because many marketing issues are related to policy and strategic planning, the marketing effort must be closely related to the institution's policy-making body. And finally, because marketing is dependent on appropriate funding, the champion, and by extension the president, must actively support the reallocation of funds to support the marketing effort. The characteristics of a strong marketing champion are relatively straightforward. First, she or he must have the respect of the campus community. Second, the potential champion must have both a theoretical and experiential understanding of marketing. Third, the person must have power and clout. Finally, the champion must be able to lead and motivate people. A champion is a necessary first step, but care must also be taken to establish the marketing team and its efforts. (p. 7)

In addition to appointing an effective "champion," Korschgen, Fuller, and Lambert (2000) think another important role of the president is to understand when it is

appropriate to refocus the culture. For example, one institution gained national visibility by reframing itself as a leading student-centered research university. It did so after a dramatic enrollment decline, which impelled the chancellor to lead a transition from a traditional research university focus to one more fully emphasizing undergraduate teaching and learning. According to the authors, this dramatic cultural change required the chancellor to articulate the new vision and an operational plan to support renewed emphasis on undergraduate education.

Korschgen, Fuller, and Lambert (2000) found that presidents also used symbols, shared language, and symbolic actions to facilitate change. For example, another president successfully led a move to diversify the student body by personally visiting African- American churches to recruit students and by meeting with African-American legislators.

Marketing Planning Skills

No doubt, marketing planning relies on skills that may be somewhat new to those presidents and administrators who have specialized in successfully managing day-to-day operations and have not been involved in planning. Kotler and Fox (1995) point out many institutions have hired planning specialists to direct the planning process and to assist administrators in planning.

Usually, the initial planning system is established by top administration, often with the advice of a committee and/or an outside consultant with broad experience in designing management planning systems. The authors believe that outside consultants can provide valuable perspectives on planning as well as specific procedures and forms. According to

Kotler and Fox (1995), some institutions then hire a designate director of planning to take responsibility for designing the final system and to manage the planning process.

However, the authors maintain the planning director's job is not to write the plan but to educate and assist administrators and others in writing the plan. Since vision and mission must come from the top, planning has to involve those in administrative functions who carry out the plan.

Furthermore, Ryans and Shanklin (1986) maintain, those in involved in planning at the university level must be the primary point of contact for:

- Researching the external environment to identify future problems and future opportunities

- Assessing the current areas of academic strengths and weaknesses

- Formulating plans to build on strengths and cut back on weaknesses

- Assisting with the definition of objectives and the translation of objectives into specific targets

- Laying out strategies to meet targets and objectives

- Monitor its own performance and justify it continued existence

Marketing Planning Process

In his article, *Acting Strategically*, Dr. Robert Sevier (2002), stressed that the president or senior administrator job is to empower and support the planning process. This includes designating a qualified leader, providing financial resources consistent with the image goals established, addressing internal issues of territoriality, moving the planning process forward and assigning clear accountability.

Patrick Lee, Director of Public Information at Pitzer College in Claremont, California

agrees. Lee believes a university must form a marketing task force—comprised of the

president, faculty dean, vice presidents, and other senior staff—to define communications

goals as they relate to the core values of the college or university, and appoint working

groups to implement them.

Author Larry Laurer (1998) adds:

> This group will provide you with the broad input you need to make your efforts truly
> integrated. This group must also include the most talented marketers, strategic
> planners, writers, designers, and event planners at your institution. Meetings should
> center on the kind of big-picture discussions that a group of this large size can
> handle. The task force might discuss campus strengths and weaknesses, mission and
> vision, niche and quality. Its primary job should be to get everyone in the institution
> to agree on your main messages and then submit these ideas in a report to the senior
> administration. Later, the task force will break into smaller, project-oriented sub-
> groups to do the actual work.

Author Christopher Simpson (1998) wrote in his article, *"The Day We Closed the*

News Bureau," to reach your key constituents and enhance your image, the marketing

task force should help the institution define these six steps:

1. Carefully target your audience.

2. Assess the university's wants and needs.

3. Use the information to shape a message that your audience will receive well.

4. Find the most creative and effective way to deliver your message.

5. Deliver that message.

6. Ensure your university is effectively changing attitudes, perceptions, and beliefs – for

    the better.

Simpson goes on to say that marketing must take an active approach, from goal setting to
conducting research to checking to see if you have enhanced the university's image.

Marketing Research

No doubt, marketing to college students is not easy. The new generation of prospects
has forced many college administrators to turn to marketing research, and money smarts.
In his article, *Research: the First Frontier,* Robert Sevier (1998) explains that solid
marketing plans rest on a foundation of research; plans that do not include it are almost
surely flawed. Good research involves finding specific answers to specific questions, and
using that information to refine goals and develop an overall marketing plan.

Sevier goes on to highlight all the ways research helps. For example, he said, it could
gather insight about how different audiences perceive the institution. In addition, it can
provide concrete answers to tough questions, help set institutional priorities, allow you to
test ideas and therefore help monitor the institution's environment to quickly pinpoint
problems while they're still manageable and highlight opportunities you might otherwise
miss.

The author also asserts that it is not difficult to generate research data. But he believes
useful research must provide answers to real questions, must provide clear direction and
help prioritize options. Most important in Sevier's view is what you hope to learn. He
believes anything that does not answer that question is unnecessary to the research.

Furthermore, an institution must determine which position the target audiences value
most, which institutions might already be in those positions, and how target audiences
position a specific institution.

Robert Torpor, president of Torpor Consulting Group International, believes to be

effective, administrators need to apply the principals of marketing to differentiate their

college or university, and in a way students find meaningful. Torpor points out that

schools and colleges–like commercial products-are known by their differences, not by

their similarities. However, Robert Sevier (2002) maintains that's only half the battle. He states that administrators must also communicate the point of differentiation aggressively. If you've taken the time gather quality research, writing the marketing plan won't be hard.

Summary

Small private colleges and universities face an uncertain future and many may have to close the doors to the hallowed hallways. In addition, taxpayers and decision-makers remain reluctant to continue funding higher education without a clearer sense of where their dollars are going and assurances their investment is being widely used. Suffice it to say, however, that for continued viability of an institution the income must equal or exceed the expenditure.

Due to these rapid changes in higher education, colleges and universities are starting to become concerned about their continuing long-term financial viability. Like it or not, to move forward, they must become more marketing focused.

Experts agree that higher education marketing should be flexible but should not be haphazard and in a response mode. Planning and appropriate budget allocations are essential. However, planning does not necessarily mean trying to project the future, but being aware of a range of likely futures and being prepared for them as occur. Furthermore, planning should look at the big picture: the direction and future of the entire institution. Initiatives that further an organization's growth may not always require significant additional resources, but may involve a change in the college or university operates.

While this researcher found many theoretical viewpoints on university marketing planning, many extolling the benefits of marketing planning in higher education, very little scholarly literature exists on actual application and success. Since volumes have been written on the concept of marketing planning in a business setting, and much of the information can apply to higher education, this benchmark study will attempt to determine how many colleges and university in Northeast/Southeast/Central Pennsylvania and New Jersey incorporate integrated marketing planning into their admissions process, its popularity and if it is a trend.

Chapter III includes this researcher's methodology and approach to this benchmark study of integrated marketing in higher education.

Chapter III

Methodology

In order to test the hypotheses, this researcher conducted a comparative benchmark survey to analyze selected colleges and universities in Northeast/Southeast/Central Pennsylvania and New Jersey to determine the extent of the integrated marketing planning process and principles, as well as the perceived effectiveness of those techniques.

Data Source

A researcher must have a breadth of understanding and insight into marketing planning and strategy to accurately study the concept and its application to higher education. Marketing theory and practice texts, as well as professional journals provided the information to assist this researcher.

The study also required knowledge of current academic marketing and recruitment procedures as obtained through numerous periodicals and professional journals such as *Admissions Marketing, CASE Currents, The Chronicle of Higher Education, The Journal of College Admissions, The Journal of Higher Education, The Journal for Marketing Higher Education, Marketing Higher Education Newsletter, and Planning for Higher Education*, in addition to the Internet, abstract systems, and professional perspectives.

This researcher also gathered current educational marketing theories and practices from professional organizations including the American Marketing Association,

Marketing Education Resource Center, The National Education Association, The Council

for Advancement and Support of Education, as well as professional education marketing

consulting firms such as Lipman Hearne, Inc., and Stamats Communication, Inc.

Research Methods

This researcher received permission from Lipman-Hearne/CASE to use its 2001

Integrated Marketing Survey to collect my quantitative research. Lipman-Hearne is the

nation's largest and most comprehensive marketing and communications firm dedicated

to serving the not-for-profit sector.

The results of the research method examined the benefits and reaction to marketing

planning in higher education, and answered the following questions: How significant a

trend is it? What investments are colleges and universities committing to institutional

marketing programs? How does your institution's marketing profile compare with that of

your peers? What would it take to introduce a culture of integrated marketing on your

campus? In addition, the Integrated Marketing survey is designed to gather and share

information on marketing investments, staffing, and outcomes at colleges and universities

across the nation.

This researcher electronically mailed (e-mailed) the Lipman-Hearne survey to selected

schools in a targeted region, and has benchmarked the findings against the national

survey. In addition, this researcher chose a cluster sample of large, medium and small-

sized colleges and universities in Northeast/Southeast/Central Pennsylvania and New

Jersey. Valerie Eaton and John McColl (2002) define a cluster sampling in this way:

Cluster sampling is a sampling technique where the entire population is divided

groups, or clusters, and a random sample of these clusters are selected. All
observations in the selected clusters are included in the sample. Cluster sampling is
typically used when the researcher cannot get a complete list of the members of a
population they wish to study but can get a complete list of groups or 'clusters' of
the population. It is also used when a random sample would produce a list of
subjects so widely scattered that surveying them would prove to be far
too expensive.

This researcher also conducted qualitative research to determine the colleges and
universities with administrative marketing departments. The qualitative research
consisted of data collection through 60 phone calls to interview those who held
professional positions at college and universities in marketing and admissions. The
information collected helped determine if the institution incorporated marketing
practices, and if the professional was indeed the person responsible for that function.

Instrument Design

This researcher obtained permission from Lipman-Hearne to use a copy of its Lipman-
Hearne/Case survey that was mailed to 319 private and public institutions in 2001. For
four years running, the Lipman Hearne Integrated Marketing Survey has catalogued the
extent, nature, and focus of marketing efforts in higher education.

The survey focused on attitudes toward marketing planning and activities, competitive
strategies, trends and opportunities, in addition to general marketing questions. Several
experts from Lipman-Hearn and The Council for Advancement and Support of Education
examined the questionnaire to assess its effectiveness and usefulness.

Respondents received instructions to answer the questionnaire by using the tactical
tool, i.e., a "check", to answer any or all questions that applied to the marketing functions
at their institution. In addition, the respondents were asked to provide student enrollment

and alumni information about their institution. Several of the questions were designed so that the respondent could answer "yes", "no", "not sure" or "information not readily accessible." Furthermore, the survey asked financial information concerning marketing/communication budgets, and the degree to which budget reflected a change from the previous year. The survey also included several open-ended questions asking respondent to share one or more marketing strategies that has had a significantly positive impact at their institution.

Sample

To determine what population to survey, this researcher used Peterson's Four-Year Colleges 2001 guidebook to select the small, medium, and large-sized, four-year, private and public institutions in Northeast/Southeast/Central Pennsylvania and New Jersey. Names and phone numbers of marketing directors were also chosen from Peterson's Four-Year Colleges 2001 guidebook, and web sites of selected colleges were consulted for updated contact and management title information. From this population, this researcher selected those schools that listed an administration marketing or university relations department. Phone calls were placed to determine the potential respondent's title and marketing functions of the institution.

This comparative benchmark study assessed a comparison of the selected institution's marketing profile — resources, leadership, marketing structure, and impact — with an appropriate peer set drawn from survey respondents. Moreover, this comparison documented what the institution's peers are doing, and provided this researcher with comparative data. Therefore, generalization was not required.

In order to achieve an acceptable sampling error rate, this researcher needed eight valid, usable, completed surveys. Of the hundreds of institutions meeting the qualifications, 36 surveys were attempted. Each completed survey received was coded for the research to acknowledge the source, yet still retain anonymity of the respondent.

Data Collection

Questionnaires were sent by electronic device (e-mail) on March 10, 2002, to the selected contacts at targeted colleges and universities. A cover letter also sent by electronic device (e-mail), identified this researcher as a graduate student at Rowan University in Glassboro, New Jersey. The cover letter also explained the purpose of the study, guaranteed anonymity for all survey respondents, and encouraged participation (see Appendix). The criteria for selecting the targeted colleges and universities included those who could benefit from the results and had a marketing department in place. This researcher was confident survey respondents would respond in a timely manner.

Research and Validity

By the May 10, 2002 cut-off date, eight responses were received from colleges and universities in Northeast/Southeast/Central Pennsylvania and New Jersey, totaling a return rate of 22%. None of the responses had to be discounted because of incomplete answers or lack of attention to the instructions. This research received no responses from colleges and universities in New York.

The Lipman-Hearne/CASE 2001 Integrated Marketing Survey was pretested and considered reliable.

Summary

The purpose of this comparative benchmark study was to gain an understanding of the integrated marketing practices in the competitive region of Northeast/Southeast/Central Pennsylvania and New Jersey. In addition, the comparative study will help institution's begin to frame a marketing plan by identifying its research needs, strengths, weaknesses, opportunities, threats, marketing goals and objectives.

This study was unique because it helped Lipman-Hearne further develop a nationwide one-day benchmarking workshop. The workshop is held on-campus at participating institutions to discuss integrated marketing, to document the trends, to compare an institution against its peers, and help an institution launch a process leading to the development of a campus-wide integrated marketing plan.

Chapter IV will discuss the results of this researcher's cluster sample survey. The initial results will focus on the respondents, followed by results broken down by hypothesis. This research has included charts and graphs to help clarify the data.

Chapter V will include the results and observations from the from nationwide Lipman-Hearne/CASE 2001 Integrated Marketing Survey.

In Chapter VI, this researcher will interpret, and evaluate the results, and then form conclusions regarding the hypotheses proposed in Chapter I, as well as study limitations and further study suggestions.

Chapter IV

Research Findings

This researcher conducted a comparative benchmark study using the Lipman Hearne/Council for Advancement and Support of Education (CASE) 2001 Integrated Marketing Survey. Lipman Hearne/CASE designed its study to gather and share information on marketing investments, staffing and outcomes at colleges and universities across the nation. Furthermore, the study catalogues the extent, nature and focus of marketing efforts in higher education.

The comparative benchmark study was conducted in the highly competitive college market cluster located in Northeast/Southeast/Central Pennsylvania and New Jersey. Although preliminary in nature, the intent of this researcher's study is not for significant decision-making, but to provoke awareness and serve as a gauge in anticipation of future problems, needs, or changes. The results serve as a standard by which others may be measured or judged.

Who Responded

Those who replied held the titles ranging from Associate Vice President for College Relations, Director of Media Relations and Communications, Director of Marketing and Public Affairs, Director of Communications and Marketing, University Marketing

Director, to Marketing Specialist. The majority of those respondents (75%) were considered middle management, with 25% listed as upper management/executive.

Survey Results

By the survey cutoff date of May 10, 2002, this researcher received eight completed IM surveys. Of these 62% of respondents represented public colleges and universities, and 38% represented private schools. Thirty-seven percent of respondents identified their institutions as national institutions, 37% as regional institutions, and 25% as Tier 1-4 institutions.

Respondent Classification
Figure 1a-1b
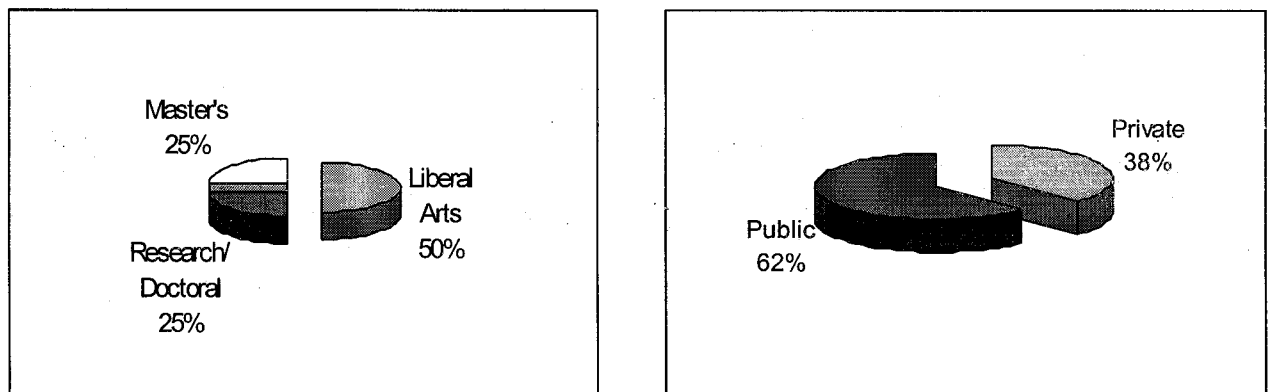
Staffing

Department	Research/Doctoral	Master's	Liberal Arts	Specialized
Admissions	2	3	2	0
Development	1	3	2	0
Alumni Relations	1	2	2	0
Institutional Research	1	3	2	0
Public Relations/ Affairs	1	3	2	0

**Staffing
Continued**

Publications	1	3	2	0
Communications/ Marketing	2	3	2	0
Web Development	1	3	2	0

Overall, 30% of all institutional marketing staff work within two departments: admissions and communication and marketing.
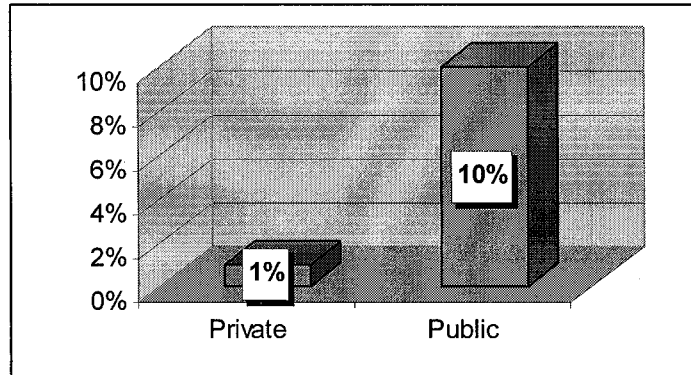
Marketing Budgets

On the average, the marketing budget accounts for less than one percent of an institution's entire budget. In relation to the institutions' total operating expenses, marketing budgets are proportionately larger in small institutions and in private institutions.

Budget Trends

Thirty-eight percent of institutions enjoyed a moderate or significant budget increases in the current fiscal year, with 25% reporting significant increases. Twenty-five percent reported a minor decrease and 38% indicated no budget changes in current fiscal year.

Marketing Budget as a Percentage of Total Operating Budget
Figure 2

Marketing Budget as a Percentage of Total Operating Budget
Figure 3
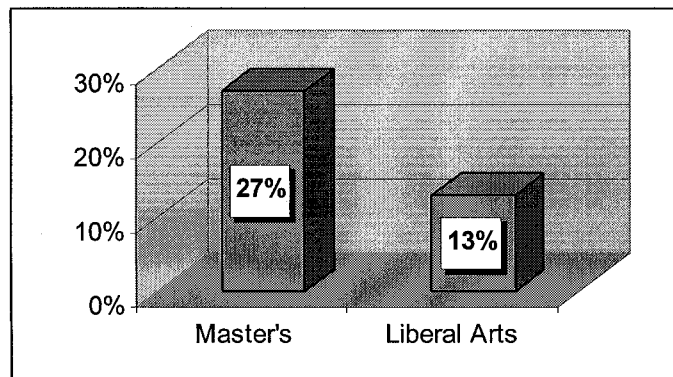
Looking to 2002: A total of 13% of the institutions anticipate significant marketing

budget increases than in 2001, and of 63% of the institutions anticipate minor marketing

budget decreases in 2002. Seventy-five percent of public institutions expect to be hit

with budget decreases compared with 50% of private school that expect no change in the next fiscal year marketing budget.
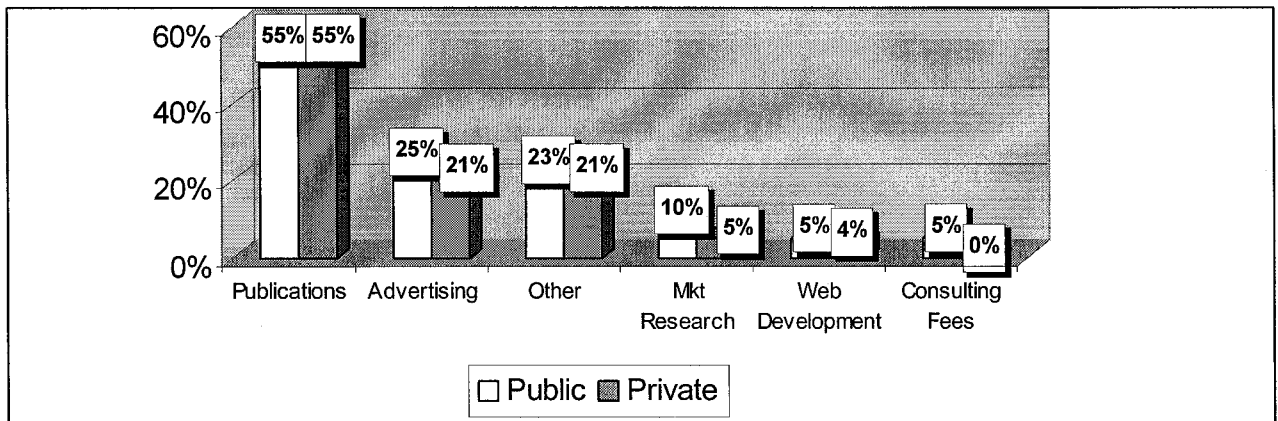
Budget Allocations

This researcher found that publications and advertising together consume 50 to 70% of marketing budgets at all institution types surveyed. Some variations in the general pattern of spending:

• *Research/doctoral institutions allocate up to 10% of their marketing budgets*

to Web development.

• *Liberal arts institutions spend between 50 and 75% of their marketing budgets*

on publications.

Marketing Budget Allocations
(Percent of Total Marketing Budget)

Figure 4

60% 55% 55%
40%
20% 25% 21% 23% 21%
       10% 5% 5% 4% 5% 0%
0%
Publications Advertising Other Mkt Research Web Development Consulting Fees

□ Public ▨ Private

Marketing Budget Allocations
(Percent of Total Marketing Budget)
Figure 5a

Research/Doctoral

Publications	5%
Advertising	5%
Other	44%
Mkt Research	5%
Web Development	5%
Consulting Fees	0%

Figure 5b

Master's

Publications	44%
Advertising	41%
Other	5%
Mkt Research	10%
Web Development	10%
Consulting Fees	5%

Figure 5c

Liberal Arts

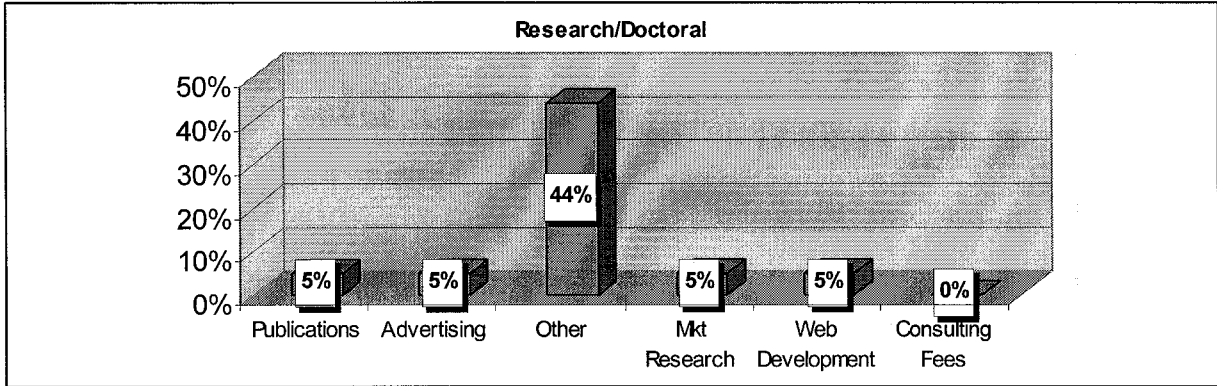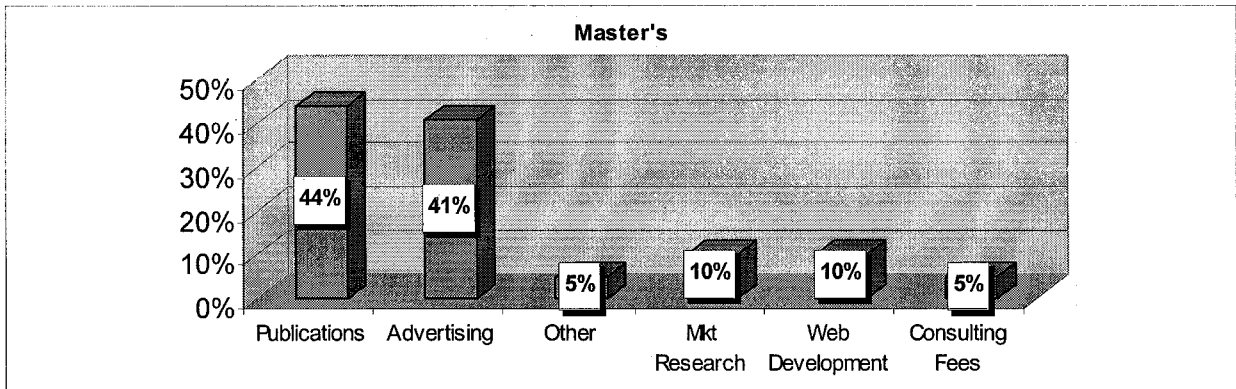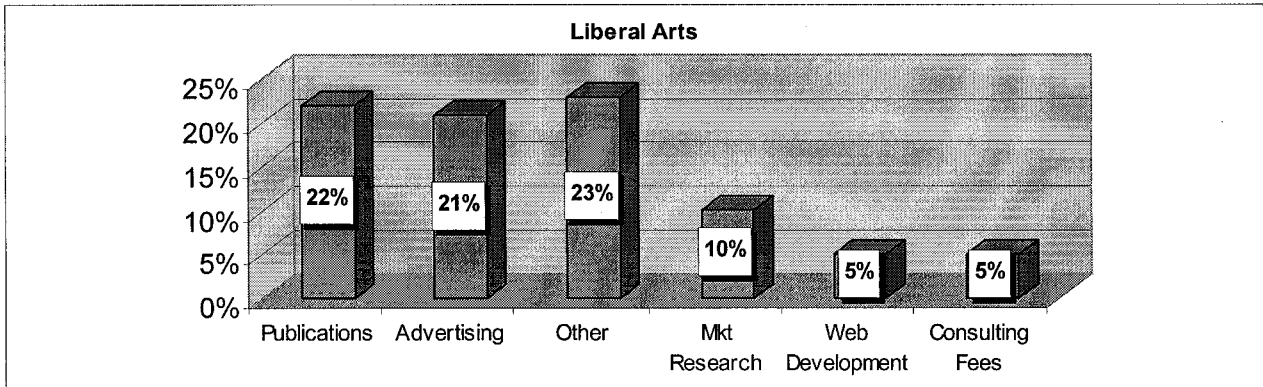|	
Publications	22%
Advertising	21%
Other	23%
Mkt Research	10%
Web Development	5%
Consulting Fees	5%

Marketing Committees
(Presence of Marketing Committees)

The presence of alumni/trustee and campus-wide marketing committees as a prime

indicator of integrated marketing commitment. Fifty percent of private and public

institutions in Southeast/Northeast/Central Pennsylvania and New Jersey have established

campus-wide committees.

Committee Representation

The campus-wide committees generally include representatives from six areas:

admissions/enrollment, communications/marketing, public relations, development,

and faculty. The areas that are least often represented are alumni relations, student

services, and the president's office.

Committee Responsibility

Campus-wide marketing committees at private institutions claim a broader level of

marketing responsibilities than committees at public institutions. Monitoring the

marketing program, developing and maintaining positioning, and setting marketing

policy are identified as the chief tasks of these committees. Less than 20% percent

of committees state that they are responsible for conducting or contracting
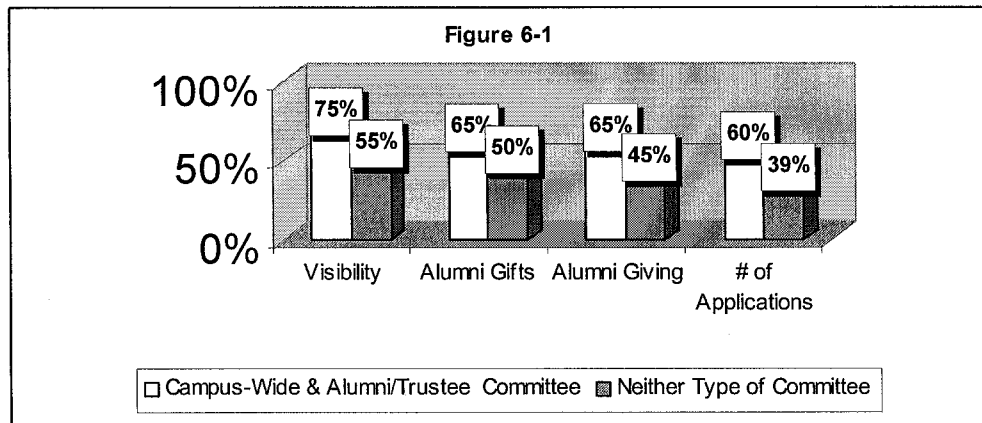
marketing research.

Only 15% percent of campus-wide committees say that they have budgetary authority.

Committees at private institutions are far more likely to have budgetary authority than
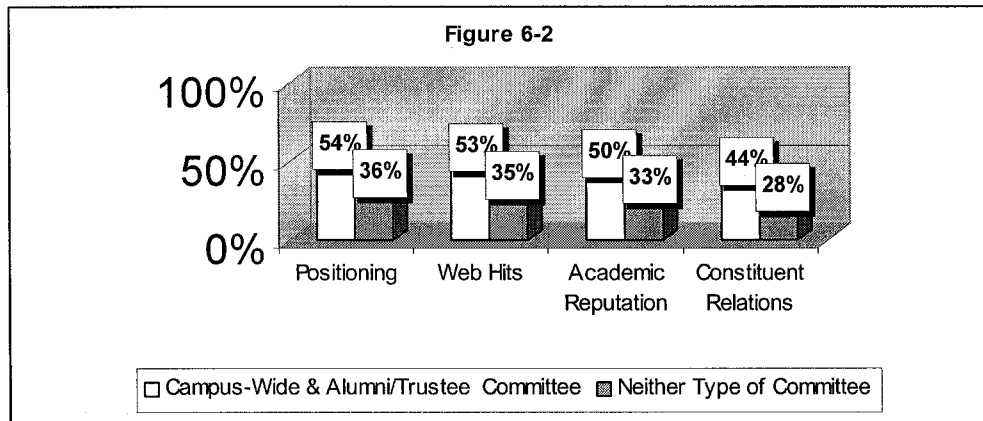
those at public institutions.

Marketing Impact

We measured marketing impact in 13 areas, including alumni giving, visibility, reputation, and enrollment gains. Participating institutions report the strongest gains from their marketing efforts in the areas of visibility, average alumni gifts, alumni giving and number of prospective student applications.

Institutions with both campus-wide and alumni/trustee committees report the strongest outcomes in all measures. Institutions with an alumni/trustee committee generally reported superior outcomes in their marketing efforts than institutions without a marketing committee or only a campus-wide committee.

Positive Impact of Marketing Committee

Figure 6-1

	Visibility	Alumni Gifts	Alumni Giving	# of Applications
Campus-Wide & Alumni/Trustee Committee	75%	65%	65%	60%
Neither Type of Committee	55%	50%	45%	39%

Figure 6-2

	Positioning	Web Hits	Academic Reputation	Constituent Relations
Campus-Wide & Alumni/Trustee Committee	54%	53%	50%	44%
Neither Type of Committee	36%	35%	33%	28%

Marketing Needs

The greatest marketing needs identified by respondents were for an integrated

marketing plan, significantly increased resources, and more marketing research.

Although 63% percent of all institutions say that their most senior marketing officer sits

on the president's cabinet, institutions without either an alumni/trustee or campus-wide

marketing committee report a more pronounced need for presidential involvement in their

marketing efforts.

Chapter V

Lipman-Hearne Findings

The following study findings are overall highlights from the Lipman Hearne/Council for Advancement and Support of Education (CASE) 2001 integrated marketing survey. It is designed to gather and share information on marketing investments, staffing, and outcomes at colleges and universities across the nation. The annual survey, which Lipman Hearne conducted this year in partnership with CASE, is in its fourth year.

In 2001, many colleges and universities charted strong gains in applications and admissions. While these results were driven in part by demographic and economic forces, the integrated marketing survey shows invigorated marketing activity at a number of institutions. Institutions that employ both campus-wide and alumni/trustee committees outperform their peers without such committees in a variety of outcomes, such as visibility, Web site hits, and number of prospective student applications.

There were a handful of private and public institutions in the survey that reported across-the-board gains—in enrollment, fundraising, visibility, and other areas— from their marketing efforts. Lipman-Hearne/CASE spoke with some of these institutions to understand what led to the strong results.

Who Participated

Lipman-Hearne/CASE received 319 responses to the 2001 Integrated Marketing survey. Of these, 56% of responses arrived from private institutions, and 44% from public institutions. Thirty four percent of respondents identified their institutions as national institutions and 66% as regional institutions.

Respondent Classification
Figure 1a-1b
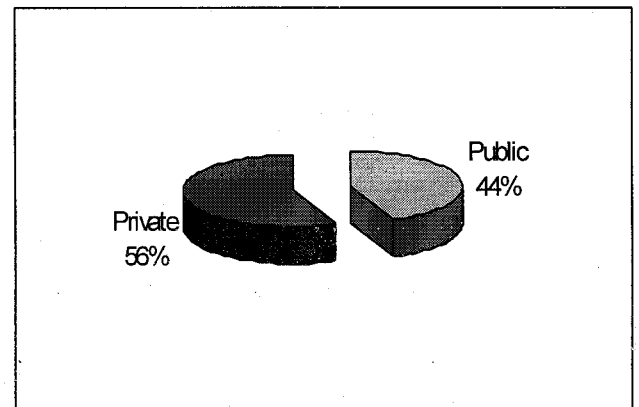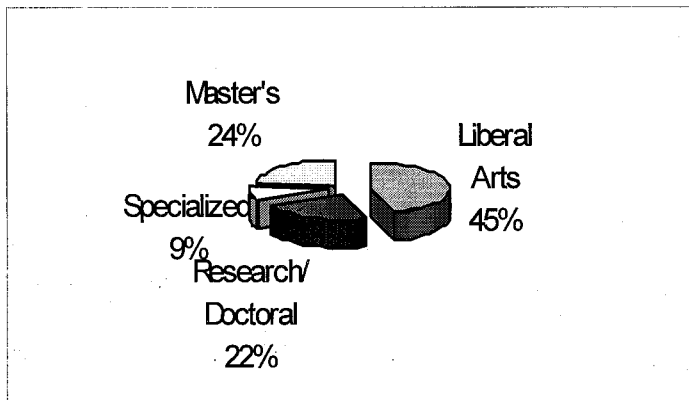
Source: 2001 Lipman-Hearne/CASE Integrated Marketing Survey

Staffing

Overall, 62% of all institutional marketing staff work within just two departments: admissions and development. Table 1 provides a breakdown of marketing staff by institution type.

Table 1 - Number of staff by function

Department	Research/Doctoral	Master's	Liberal Arts	Specialized
Admissions	20	13	10	5
Development	23	8	7	

Staffing Continued				
Alumni Relations	8	2	2	1
Alumni Relations	4	2	1	1
Public Relations/ Affairs	5	3	2	1
Publications	6	2	1	1
Communications/ Marketing	3	2	1	2
Web Development	2	1	1	1

Source: 2001 Lipman-Hearne/CASE Integrated Marketing Survey
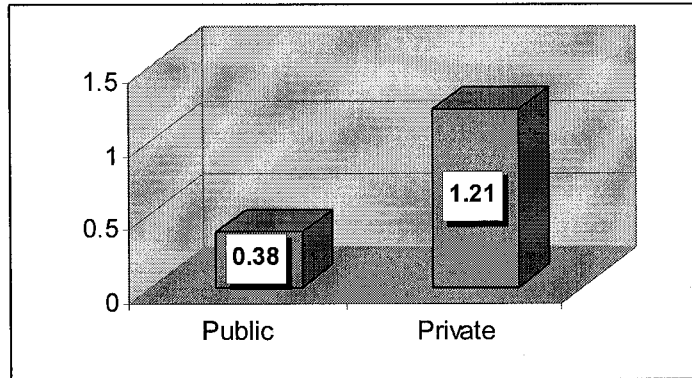
Marketing Budgets

On average, the marketing budget accounts for less than one percent of an institution's entire budget. In relation to the institutions' total operating expenses, marketing budgets are proportionately larger in small institutions and in private institutions.

Budget Trends

Fifty-seven percent of institutions enjoyed moderate or significant budget increases in the current fiscal year, with 21% reporting significant increases. These budgets are in line with expectations reported in last year's survey.
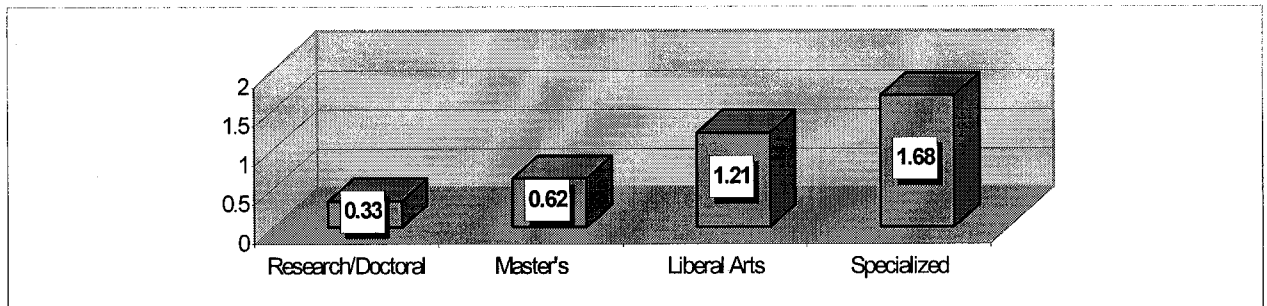
Marketing Budget as a Percentage of Total Operating Budget
Figure 2 (Continued Next Page)

Source: 2001 Lipman-Hearne/CASE Integrated Marketing Survey

Marketing Budget as a Percentage of Total Operating Budget

Figure 2

Source: 2001 Lipman-Hearne/CASE Integrated Marketing Survey

Looking to 2002: Fewer institutions anticipate significant marketing budget increases than in 2001 and more institutions anticipate static or reduced marketing budgets in 2002. More public institutions expect to be hit with budget decreases than private institutions: 14% of public compared with 6% of private institutions expect to have to cope with budget reductions.
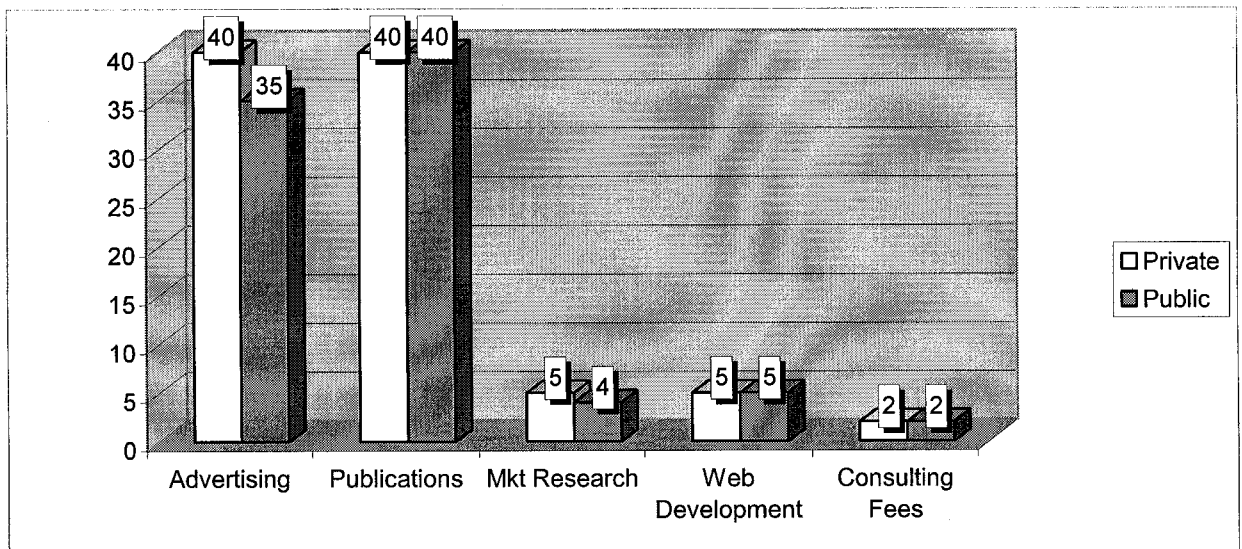
Budget Allocations

As with previous surveys, Lipman-Hearne/CASE found that publications and advertising together consume 70 to 80% of marketing budgets at all institution types surveyed.

Some variations in the general pattern of spending:

• *Research/doctoral institutions allocate twice as large a share of their marketing budgets to Web development (9%) and consultants (5%) as the other institutions.*

• *Liberal arts institutions spend a greater portion of their marketing budgets on publications (50%) than other institutions.*

Marketing Budget Allocations
(Percentage of total marketing budget)
Figure 4

Source: 2001 Lipman-Hearne/CASE Integrated Marketing Survey

Marketing Budget Allocations
Figures 5a-c

Research/Doctoral-5a

Category	Value
Advertising	20
Publications	40
Mkt Research	5
Web Development	9
Consulting Fees	5

Liberal Arts -- 5-b

Category	Value
Advertising	30
Publications	50
Mkt Research	3
Web Development	5
Consulting Fees	2

Master's-5c

Category	Value
Advertising	40
Publications	40
Mkt Research	4.5
Web Development	5
Consulting Fees	3
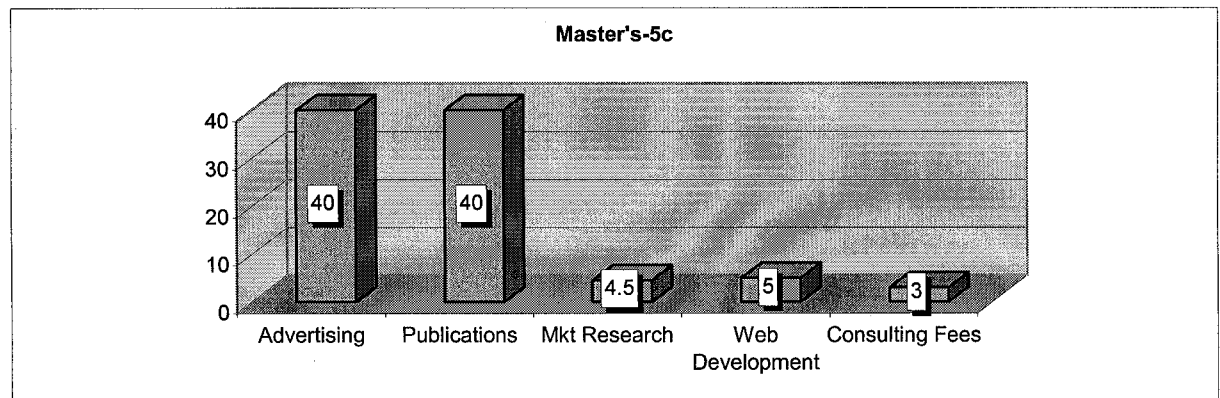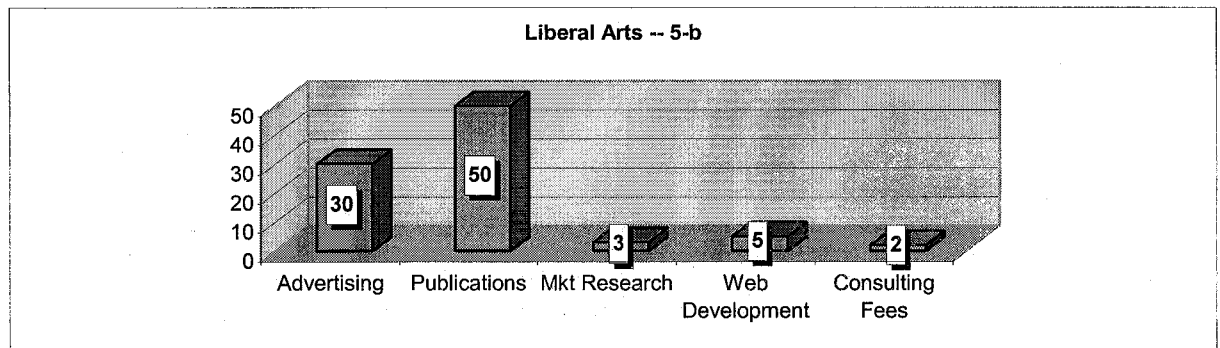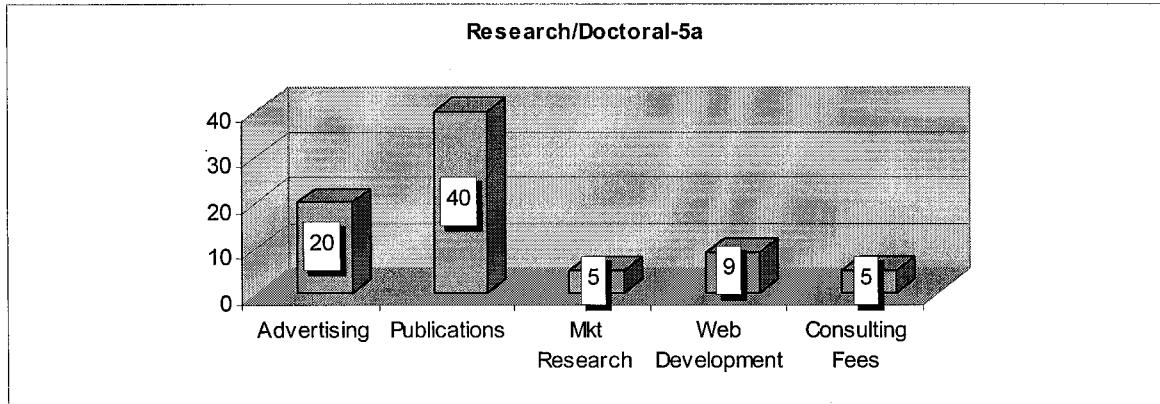
Source 5a-c: 2001 Lipman-Hearne/CASE Integrated Marketing Survey

Marketing Committees

Lipman-Hearne/CASE looked at the presence of alumni/trustee and campus-wide marketing committees as a prime indicator of integrated marketing commitment.

Presence of Marketing Committees

Private institutions are ahead of their public counterparts in the establishment of campus-wide committees with 15% more private institutions indicating the presence of such committees.

Committee Representation

The campus-wide committees generally include representatives from six areas: admissions/enrollment, communications/marketing, public relations, development, and faculty. The areas that are least often represented are alumni relations, student services, and the president's office.

Committee Responsibilities

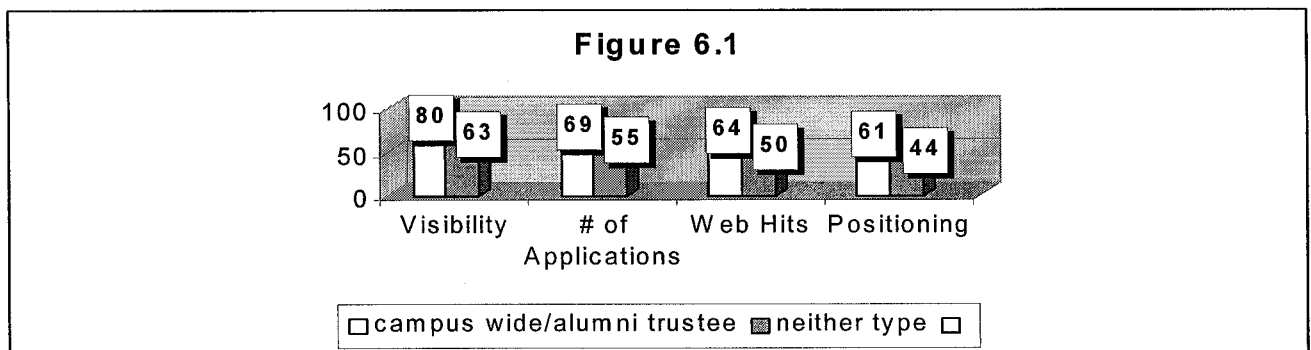Campus-wide marketing committees at private institutions claim a broader level of marketing responsibilities than committees at public institutions. Monitoring the marketing program, developing and maintaining positioning, and setting marketing policy are identified as the chief tasks of these committees. Less than 25% of committees state that they are responsible for conducting or contracting marketing research.
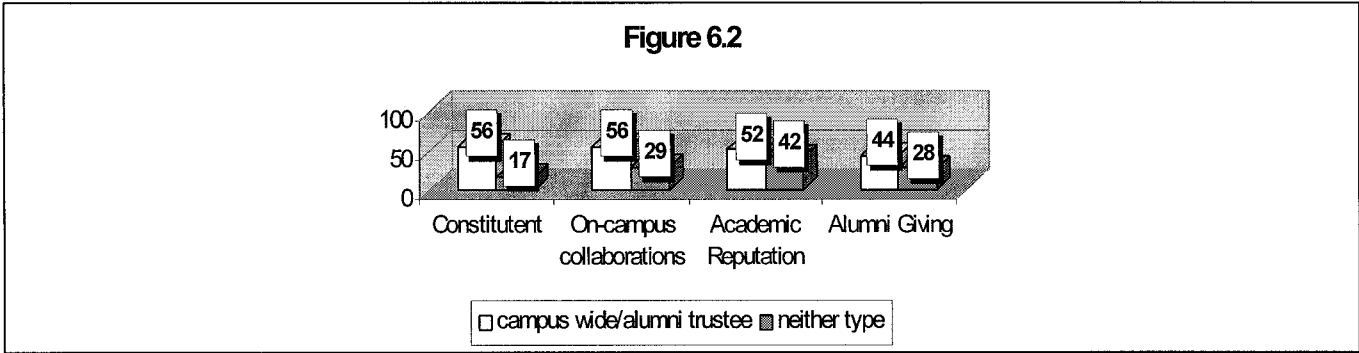
Only 18% of campus-wide committees say that they have budgetary authority. Committees at private institutions are far more likely to have budgetary authority than those at public institutions.

Marketing Impact

Lipman-Hearne/CASE measured marketing impact in 13 areas, including alumni giving, visibility, reputation and enrollment gains. Respondents generally reported stronger outcomes than they did in the 2000 survey. Participating institutions report the strongest gains from their marketing efforts in the areas of visibility, Web hits, number of prospective student applications, and positioning. Institutions with both campus-wide and alumni/trustee committees report the strongest outcomes in all measures. Institutions with an alumni/trustee committee generally reported superior outcomes in their marketing efforts than institutions without a marketing committee or only a campus-wide committee.

Positive Impact of Marketing Committees
Figure 6

Figure 6.1

Figure 6.2

	Constituent	On-campus collaborations	Academic Reputation	Alumni Giving
campus wide/alumni trustee	56	56	52	44
neither type	17	29	42	28

☐ campus wide/alumni trustee ▨ neither type

Source Figure 6.1-6.2: 2001 Lipman-Hearne/CASE Integrated Marketing Survey

Marketing Needs

As with last year, the greatest marketing needs identified by respondents were

for an integrated marketing plan, significantly increased resources, and more

marketing research. Although 67% of all institutions say that their most

senior marketing officer sits on the president's cabinet, institutions without

either an alumni/trustee or campus-wide marketing committee report a more

pronounced need for presidential involvement in their marketing efforts.

Chapter 6
Results and Discussion

After comparing the findings of this researcher's cluster sample to the Lipman-Hearne/CASE study, the following reveals the remainder of survey findings as pertaining to each hypothesis.

Hypotheses I:

> **During the research period it will be supposed that considerably fewer institutions of higher education implement marketing planning methods than the number of those institutions who employ the management practice.**

To determine which higher education institutions use marketing planning methods, this researcher first examined staffing. It was discovered that 30% of all institutional marketing staff in Northeast/Southeast/Central Pennsylvania and New Jersey work within two departments: admissions and communication/marketing. However, upon examining variations in the overall general spending pattern, only 10 % of public institutions, and 5% of private schools allocate funds for marketing research and planning.

This researcher's findings fall in the same range as the 2001 Lipman-Hearne/CASE Integrated marketing survey. That nationwide survey discovered that 62% of all institutional staff work within two departments: admissions and development. However, after examining the variations in the overall general spending pattern, only 5% of public institutions, and 4% of private schools allocate funds for marketing research and planning.

In addition, 75% of public and private schools in this researcher's survey responded that an integrated marketing plan would improve the success of the college or university's marketing program. In comparison, the nationwide 2001 Lipman-Hearne/CASE Integrated Marketing Survey found that 62% of public institutions and 65% of private institutions believe an integrated marketing plan would improve the success of the college or university's marketing program. Therefore, the data collected from both this researcher's findings and the nationwide 2001 Lipman-Hearne/CASE Integrated Marketing Survey supports this hypothesis.

Hypotheses II:

> **During research period it will be supposed that college and universities that utilize marketing planning methods will be more successful in implementing effective management strategies and fulfilling the institution's marketing mission than those who do not employ the management practice.**

To determine the success of college and university marketing planning methods overall, respondents were asked to explain what the institution needs to do to make its marketing program more successful.

Again, 75% of public and private schools in this researcher survey responded that an integrated marketing plan would improve the success of the marketing program. The nationwide 2001 Lipman-Hearne/CASE Integrated Marketing Survey found that 62% of

public institutions and 65% of private institutions believe an integrated marketing plan would improve the success of the college or university's marketing program.

Furthermore, both this researcher's surveys and the nationwide 2001 Lipman-Hearne/CASE Integrated Marketing Survey looked at the role of campus-wide marketing committees as a prime indicator of integrated marketing planning.

Campus-wide marketing committees at private institutions in Northeast/Southeast/Central Pennsylvania and New Jersey noted that monitoring the marketing program, developing and maintaining positioning, and setting marketing policy are the chief tasks of those committees. Less than 20% of committees state that they are responsible for conducting or contracting marketing research and planning.

The nationwide 2001 Lipman-Hearne/CASE Integrated Marketing Survey found that less than 25% of committees state that they are responsible for conducting or contracting marketing research and planning.

Therefore, the data collected from the survey does support Hypothesis II.

Summary and Implications

Most educational institutions only begin to realize the value of marketing planning when they are faced with enrollment and revenue losses, or find that admissions and development programs are not effective. Even so, the institution still may be resistant to the general notion of marketing planning for several reasons; it may not see the benefits of the planning process, it may believe that there is no need to plan, or it may perceive that things are fine as they stand. Furthermore, marketing planning relies on skills that

may be somewhat new to administrators who successfully manage day-to-day operations and have not been involved in planning.

It should also be noted that little is written about marketing planning in higher education. Some argue that marketing and marketing planning on college and university campuses has a poor reputation because it is often confused with selling and advertising. Therefore, it is difficult to get an overall picture of marketing planning: how many institutions use it, what methods and levels they select for planning, and its effectiveness.

The purpose of this comparative, benchmark study was to determine if marketing planning is becoming a trend in higher education and if it helps institutions achieve its marketing mission, assess its resources, and examine the environment to determine what the institution's priorities and strategies should be.

By conducting interviews, a comparative cluster survey and relying on a nationwide survey concerning integrated marketing, it was discovered that marketing planning is relatively new to most educational institutions. Many responsible for university or college marketing said they are not sure what to realistically expect from marketing planning, nevertheless, the majority of respondents reveal they have a plan, or are working on developing one. Likewise, the majority of respondents reveal they are or will be involved in the planning process and that all participating managers in the process should or do have clear up-front expectations.

For marketing planning to be effective, it must be both comprehensive and manageable. Several respondents emphasized the need to have committed personnel who are highly motivated, understand the underlying concepts of marketing, but who have good relationships with other functional areas and with all levels of the managerial

hierarchy. Without an understanding of the people and organizational issues, marketing

initiatives are not guaranteed to be successfully and effectively implemented.

This study also reveals that a campus-wide marketing plan and consequent efforts can

help boost student applications, quality enrollment, and fund-raising. To substantiate this

claim, the 2001 Lipman-Hearne/CASE Integrated Marketing Survey offered this case

study entitled, *Taking the University of Colorado to New Heights:*

> Four years since it began its integrated marketing program, the University of
> Colorado at Boulder has achieved strong gains in applications, student quality,
> institutional visibility, and alumni giving. Bobbi Barrow, Executive Director of
> University Communications, explains that the university previously had a diffused
> communications program: "We had a lot of good programming but lacked a
> focused approach to advance specific goals." When a new chancellor arrived in
> 1997, the university initiated an integrated marketing plan to improve
> recognition of the university's academic excellence. CU-Boulder is home to a
> distinguished faculty—including the 2001 Nobel Prize for Physics winner and
> five recent MacArthur Fellows—but there was a tendency to think that students
> only went there to ski. The university created a new office of university
> communications to lead the branding and marketing effort. There was recognition
> that coalition building on campus was important to the external marketing. The
> institutional advancement plan articulated the need to "create esprit de corps
> among faculty and staff throughout the campus and enhance the likelihood that
> CU employees themselves will be the strongest promoters in institutional
> advancement." A campus-wide committee was formed to define a focused
> positioning and marketing strategy and establish buy-in on campus. The
> university has been steadfast in engaging faculty in the process. In a similar
> fashion, alumni from around the nation have been actively involved in recruiting
> high-achieving students. The public face of the campaign includes a cohesive
> marketing program under the theme "Minds to match our mountains." True to its

collaborative approach, the advertising components were created in partnership with the university's advertising faculty. The university is enjoying record applications and yield levels. As the university's profile has climbed, so has alumni pride, involvement, and giving, which touched a record $73 million in 2001.

This researcher believes, based on comprehensive research, that marketing planning efforts are rapidly evolving and becoming a trend in higher education. In addition, marketing planning will continue to have a greater role and impact in the marketing process in the near future on college and university campuses.

Conclusions

This researcher's survey results, combined with the 2001 Lipman-Hearne/CASE Integrated Marketing Survey, and other sources helped produce the following conclusion:

I.   Based on generalizations, those in management and marketing in higher education in Northeast/Southeast/Central Pennsylvania and New Jersey and across the country believe marketing planning is beginning to have a broader reach than in the past years. Survey results from this researcher have determined that many of those responsible for college or university marketing recognize the value of a clear, concise, effective marketing plan, but few find the time or resources to do it. Marketing planning is a specialized function that serves as the major link between the college or university, its recruitment and enrollment efforts. However, the marketing planning process takes an integrated effort and campus-wide coordination. The effectiveness of the

marketing plan depends on the level of commitment by those who must work for its success, and the degree which changes are monitored in the marketing environment. According to survey respondents, the majority of those involved in college or university marketing understand the importance of a marketing plan. Some have implemented a plan but want to improve it; similarly some are working on one.

II.   Colleges and universities using a marketing plan approach, and those who want to implement one, strongly believe it would improve the success of the overall marketing program. Based on generalizations, an overwhelming majority of respondents believe a marketing plan helps eliminate confusion and makes work easier and more efficient. Equally important, it can help increase motivation and productivity by stressing a team approach to achieving goals.

III.   Conversely, those in admissions and enrollment are mindful of the increasing competition for top students, new donors, and alumni loyalties, and believe they would have more success in recruiting students if a marketing plan where in place. A full 75% responding to this researcher's survey, as well as 62% of private institutions, and 65% of public institutions responding to the nationwide 2001 Lipman-Hearne/CASE Integrated Marketing Survey, found that an integrated marketing plan would improve the success of the college or university's marketing program, would greatly improve their overall

marketing goals, and management decision making, as well as help them cope with change more rapidly and effectively.

Recommendations, and Limitations

The basis of this study was to determine how marketing plans from institutions located in Northeast/Southeast/Central Pennsylvania and New Jersey compare to colleges and universities across the country. Most of the data was informational, quantifiable fact. However, the size of the college or university did have an impact on this study.

As shown by the case studies in the 2001 Lipman-Hearne/CASE 2001 Lipman-Hearne/CASE Integrated Marketing Survey, the first step toward success in implementing marketing planning comes from a concerted effort by campus leadership to break down the silos among administrative functions and begin to look at the institution from a stakeholder perspective. In this effort, smaller liberal arts colleges have an easier time of it than their larger, highly decentralized competitors. Evidence of this is in the fact that only a third of respondents to this year's survey were able to generate reliable institution-wide marketing budget estimates; the rest of our respondents didn't know, or didn't know how to find out, what was being spent on marketing and communications activities across campus. The same finding held true in this researcher's benchmark, comparative, cluster study.

This study began to determine if marketing planning in higher education is a trend, and what impact it has on admissions, enrollment, and fundraising. This researcher found that most of those surveyed were aware of marketing planning methods in higher education, and its potential impact in the overall marketing effort. In addition, this

researcher found that there are important secondary benefits, too, from implementing marketing planning. They include: enhanced internal communication and co-operation, as well as improved confidence and motivation through the training and sequenced set of activities. Many university and college administrators say marketing planning is beginning to have a broader reach than in past year.

This study only touched on a small part of the enormity and impact of this marketing method. Nevertheless, this study does provide evidence that college or university marketing planning can be an effective tool in higher education marketing.

In addition, the results of this study suggest although some educators often resist formal planning, sophisticated formal planning can contribute to institutional effectiveness. However, the formal planning should include an internal and external environmental analysis, monitoring threats and opportunities, in funds, facilities, and other resources, as well as examining programs to determine which it should build, maintain or drop.

Although this study offers insights into the role and application of marketing planning, much more research needs to be done. This study is not without limitations. The benchmark, cluster survey specially targeted the competitive higher education market located in Northeast/Southeast/Central Pennsylvania and New Jersey. This researcher received only 22% of the thirty-six surveys sent out, therefore non-response bias may be of concern. Furthermore, this researcher expected a much higher return. However, the survey was conducted during the busy time for marketing administrators and personnel. Moreover, this study did not include two-year community colleges or program specific type schools. Although this researcher faced some limitation in this study, the results did

tend to mirror the finding in the 2001 Lipman-Hearne/CASE 2001 Lipman-Hearne/CASE

Integrated Marketing Survey. Therefore, the information and results revealed in this

study can be helpful for institutions in developing marketing planning methods.

Future Research

The following are suggestions for further study and future research. It would be

useful to:

1. Develop intelligence gathering and other innovative ways to use competitive

    information to bolster the position of the college or university.

2. Understand what makes colleges and universities unique in order to remain

    competitive and break through the clutter in the increasingly chaotic higher education

    environment. In addition, those in charge of marketing must find ways to understand

    what makes the university's product or service unique; creative ways to meet and

    exceed customer expectations; and establish a reputation that stands the test of time

    and crisis.

3. Determine how an institution differentiates itself from its prime competitors.

4. Examine ways to develop a new paradigm for internal and external relationships.

5. Establish a college-business partnership to further advance marketing planning

    methods.

6. Replicate this comparative cluster survey to include a wider geographic region in the

    Middle Atlantic States, to determine if a trend exists in establishing marketing

    planning methods in higher education.

Finally, this study serves as a beginning to further advance the marketing planning efforts in higher education. It takes a long-term commitment to design and draft a plan, and when and it is implemented, change will not necessarily happen overnight. However, studies like this one, serve to further investigate the overall marketing process to help identify areas for improvement in terms of marketing planning and effectiveness. It is the hope of this researcher that the findings in this study might be used as a starting point for the setting of objectives and subsequent evaluation of marketing methods to adapt to the current and anticipated marketing environment as well as to meet the institution's needs.

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Appendixes

Appendix A   Survey

Appendix B   Cover Letter

Marketing Survey

1. Your name: _____

   Title: _____

2. Your institution's official name:

   _____

   ❑ public
   ❑ private

3. Is your institution classified as: *(check one)*
   ❑ research/doctoral masters
   ❑ liberal arts
   ❑ specialized
   ❑ masters
   ❑ four year

4. Your institution's *U.S. News & World Report* classification:
   ❑ national
   ❑ regional
   ❑ tier (1-4)
   ❑ not ranked

5. Please list any organizations your institution is affiliated with .
   (e.g.: Council of Independent Colleges, American Association of Universities, etc.)

   _____

   _____

6. What is your total student enrollment? *(include graduate and undergraduate)*

   _____

7. How many living alums do you have? _____

8. Does the most senior marketing officer at your institution...
   report directly to the president?
   ❑ yes
   ❑ no

sit on the president's cabinet?
   ❑ yes
   ❑ no

9. How many full-time professional and support staff are responsible for each of the
   following areas in both the central office and decentralized units (include colleges,
   schools, departments, athletics, etc.)? *Please record each employee only once. For
   persons with multiple roles, please classify under primary role.*

	Centralized	**Decentralized**
Admissions/enrollment	_____	_____
Development	_____	_____
Alumni relations	_____	_____
Institutional research	_____	_____
Public relations/affairs	_____	_____
Publications	_____	_____
Communications/marketing	_____	_____
Web development	_____	_____

10. What is your institution's total operational budget?
    approximately $ _____   information not readily accessible _____

11. What is your institution-wide and marketing unit–specific marketing/communications
    budget, not including staff salaries and benefits?

*Please include all in-house and outsourced service to provide as complete a response
as possible. Consider all communications activities carried out by the departments
listed in Question 9.*

Centralized   Unit-based   Total
$ _____ + $ _____ = $ _____

   ❑ information not readily accessible

12. What percentage of the total institutional marketing/communications budget is devoted to the following?

Advertising/direct mail0	_____ %	_____ Information not readily accessible
Marketing research	_____ %	
Publications	_____ %	
Web development	_____ %	
Consulting fees	_____ %	
Other _____	_____ %	

        TOTAL   100%

13. Does the current marketing/communications budget reflect a change from the previous fiscal year?

  ❑ significant increase   (more than 10%)
  ❑ minor increase   (10% or less)
  ❑ minor decrease   (10% or less)
  ❑ significant decrease   (more than 10%)
  ❑ no change
  ❑ information not readily accessible

14. Are there plans to change the marketing/communications budget for the next fiscal year?
  ❑ significant increase   (more than 10%)
  ❑ minor increase   (10% or less)
  ❑ minor decrease   (10% or less)
  ❑ significant decrease   (more than 10%)
  ❑ no change
  ❑ information not readily accessible

15. Does your institution have an alumni or trustee marketing committee?
  ❑ yes
  ❑ no
  ❑ not sure

16. Does your institution have a campus-wide marketing committee?
  ❑ yes
  ❑ no
  ❑ not sure *(if no or not sure, skip to 21)*

17. If yes, who heads the campus-wide marketing committee?
Title:_____

18. Does the campus-wide marketing committee include representatives from any of the
following: *(check all that apply)*

____ admissions/enrollment	____ development
____ student services	____ public relations/affairs
____ President's office	____ faculty
____ Web development	____ alumni relations
____ communications/marketing	other _____
____ institutional research	

19. What are the primary responsibilities of this committee? *(check all that apply)*

____ setting marketing policy	____ conducting/contracting market esearch
____ developing/maintaining positioning	____ monitoring marketing program
____ implementing marketing program	other _____

20. Does the committee have budgetary authority (or an independent budget)?

❑   yes

❑   no

21. Have overall institutional marketing efforts had a positive impact on any of the
following? *(check all that apply)*

____ alumni giving percentage	____ enrollment yield
____ average alumni gift	____ inquiries from prospects
____ constituent relations	____ number of applications
____ on-campus collaboration	____ quality of applicants
____ positioning	____ academic reputation
____ attendance at athletic/cultural events	____ Web site hits
____ visibility	other _____

22. What, if anything, will your institution need to do to make its marketing program
more successful? *(check all that apply)*

____ clearer marketing goals	____ significantly increased resources
____ clearer marketing responsibilities	____ presidential involvement
____ integrated marketing plan	____ more marketing research
____ greater on-campus collaboration	other _____

23. Please share one (or more) marketing strategy that has had a significantly positive impact at your institution:

_____

_____

_____

_____

24. How committed is your institution to informing internal audiences about what's happening on and off campus?
   ❑ very committed
   ❑ moderately committed
   ❑ not too committed
   ❑ not at all committed

25. Which office is responsible for coordinating communication with internal audiences (faculty, staff, enrolled students) at your institution?
Title: _____

   ❑ none
   ❑ not sure

26. What methods of internal communication are most often used at your institution? *(check all that apply)*
   ❑ memos or emails
   ❑ informal meetings
   ❑ internal publications (online, print, etc.)
   ❑ formal meetings, community sessions, etc.
   ❑ none

27. Are external marketing initiatives routinely shared within the internal community?
   ❑ yes
   ❑ no
   ❑ not sure

Thank you for your participation.

Appendix B – Cover Letter

Dear Sir or Madam:

As per our telephone conversation, please find the enclosed marketing survey.

I am a graduate student pursing my Master of Arts Degree in Public Relations at Rowan University in Glassboro, New Jersey. My thesis research focuses on marketing planning and whether it is a trend at college and universities in Northeast/Southeast/Central Pennsylvania and New Jersey.

The goal of this study is to provide information about marketing planning programs on various campuses, in an effort to improve enrollment and attract quality students and staff.

I appreciate your cooperation in answering the enclosed survey. Thank you for your time and help.

Sincerely,

Janice Powers
Graduate Student

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